

## Key Information of the Case

Questions for discussion	Examples of key points for analysis
<p>1. Do you agree that Mr Cheung should arrange this class activity? Why?</p>	<ul style="list-style-type: none"> <li>✧ Mr Cheung treats Form 5D students to this class activity at his own expense as a reward and to encourage them to continue studying hard. Knowing their enthusiasm for parties, he leaves the preparation, including party room booking and food ordering, in their hands.</li> <li>✧ Extra-curricular/class activities can provide students with diverse learning opportunities and foster whole-person development. However, when arranging and conducting such activities, teachers <b>should strive to ensure that they are positive and appropriate in nature, and in compliance with school regulations and safety guidelines</b>, such as the Guidelines on Extra-curricular Activities in Schools and the Guidelines on Outdoor Activities issued by the Education Bureau (EDB).</li> <li>✧ Mr Cheung’s intention is to benefit his students. Unfortunately, he is too slapdash to take careful consideration of the details, such as whether the chosen venue is suitable for the class activity, whether students have obtained parents’ consent, whether students are aware of the rules and requirements of the activity, and whether notification has been given to and approval has been obtained from the school. If Mr. Cheung <b>had given due consideration, stayed vigilant and paid heed to the details and activity guidelines, he would have achieved the intended purpose/objective of the activity and avoided</b></li> </ul>

	<b>undesirable consequences.</b>
<p>2. What are your thoughts on the teacher-student interactions and student-peer interactions in this particular case?</p>	<ul style="list-style-type: none"> <li>✧ Inside the party room, Mr Cheung joins in the merrymaking with his students and put his hands on their shoulders when posing for photos. This demonstrates a <b>lack of sensitivity in handling teacher-student relationships</b>. Mr CHEUNG tends to have casual interactions with students and behave more like a friend in everyday contact. He <b>fails to recognise his professional identity as teacher, protect his professional image, and build a positive and appropriate teacher-student relationship</b>.</li> <li>✧ When a student suggests teaming up (including Mr Cheung) for some scoring games which contain indecent, obscene and offensive elements, Mr Cheung, as an educator, should <b>seize the opportunity to teach by example</b> and address the inappropriateness of such games. Instead, he <b>turns a blind eye</b> and joins the games in an attempt to build closer bonds with his students.</li> <li>✧ Furthermore, he should dissuade students from taking pictures of their classmates who are undergoing hilarious punishments, <b>instil in them correct values and empathy</b>, and help them reflect on the impact of such punishments.</li> <li>✧ <b>In situations where students' physical and mental health, as well as their safety, are at risk, teachers should perform their role and uphold their professional conduct to ensure students' well-being by providing advice and guidance as well as analysing the pros and cons objectively with students.</b></li> </ul>

	<p>✧ When invited to take individual photos with students, a teacher should <b>consider their respective identities and the occasion, exercising judgment on whether it is appropriate to accept the invitation.</b> The teacher should also <b>keep a proper physical distance and exhibit a decent demeanour</b> when taking the photos. Although Mr Cheung and his students are on familiar terms, he should not be excused for intimate or unnecessary physical contact with students, as it may lead to misunderstandings.</p>
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<b>School-based review</b>	<b>Examples of key points for analysis</b>
<p>How to foster teacher-student relationships through school activities? Review the relevant guidelines in connection with current school activities/extra-curricular activities and summarise the matters requiring attention in conducting these activities.</p>	<p>✧ Teachers should hold the belief that every student deserves respect and trust, and <b>teacher-student relationships should be built on rapport and mutual trust.</b></p> <p>✧ Teachers should value each student and recognise that students have different interests, concerns and intellectual potential. Through various school activities/extra-curricular activities, teachers are to <b>foster students' whole-person development, positive values and attitudes.</b></p> <p>✧ School management/trainers can conduct a review of the relevant guidelines in connection with current regular/specific school activities/extra-curricular activities and summarise the matters requiring attention in conducting these activities.</p> <p>✧ School management should take this opportunity to elucidate the school's stance and relevant policies, and remind teachers of the matters requiring attention and the school's requirements regarding</p>

their interactions with students.

- ✧ For the “activities guidelines”, please refer to the relevant school documents and the school activities guidelines issued by the EDB (including the Guidelines on Extra-curricular Activities in Schools, the Guidelines on Outdoor Activities and the Guidelines on Study Tours Outside Hong Kong).



Information is available on the EDB’s webpage:

<https://www.edb.gov.hk/en/sch-admin/admin/about-activities/sch-activities-guidelines/index.html>

- ✧ Illustration of school-based review:

	School/Extra-curricular activities	Relevant school-based guidelines	Matters requiring attention in conducting activities
<b>Review</b>	<ul style="list-style-type: none"> <li>• Class management activities</li> </ul>	<ul style="list-style-type: none"> <li>• Class activities can take the form of gatherings or contests, such as barbecue gatherings and singing contests.</li> <li>• It is preferable to incorporate different Key Learning Areas into contest-based activities so that students can showcase their talents...</li> <li>• ...</li> </ul>	<ul style="list-style-type: none"> <li>• The safety of all activities, whether on or off-campus, should be ensured. Sufficient teachers should be present to assist and accompany students.</li> <li>• Teachers should clearly explain to students the nature, purpose, details and requirements of the activity, and engage them in the activity to help them understand its meaning.</li> <li>• In addition to enhancing students’ subject knowledge, teachers can unlock students’</li> </ul>
	<ul style="list-style-type: none"> <li>• Visits outside school</li> </ul>	<ul style="list-style-type: none"> <li>• Visits can be made to government organisations, public bodies, private organisations/enterprises, cultural spots, etc.</li> <li>• Teachers are required to issue letters to parents, providing information such as the purpose, date,</li> </ul>	

			venue and duration of the visit, participating class, activity details, assembly and dismissal arrangements, teacher(s)-in-charge, fees (if any), etc. • ...	potential in moral, intellectual, physical, social and aesthetic aspects, and build rapport and trust with them through activities. • ...
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Other information	Examples of key points for analysis
Documents/resources for teachers' reference	<p>✧ Professional Standards for Teachers of Hong Kong: T-standard<sup>+</sup> (Professional roles of teachers)</p> <p style="text-align: right;"></p> <ul style="list-style-type: none"> <li>• Caring Cultivators           <ol style="list-style-type: none"> <li>1.2 Chaperon students in the journey of understanding self and unfolding potential to stand up to changes and challenges, and enhance their capacity of self-management, self-regulation and lifelong learning.</li> <li>2.2 Create a harmonious, inviting and supportive environment conducive to students' motivation to learn and rapport-building with peers, teachers, parents and the community.</li> </ol> </li> <li>• Committed Role Models           <ol style="list-style-type: none"> <li>3.3 Epitomise a quest for equity, excellence and collegial harmony in the teaching profession with professional commitment in school and society.</li> </ol> </li> </ul> <p>✧ Guidelines on Teachers' Professional Conduct</p> <p style="text-align: right;"></p>

### Chapter 3: Professional Conduct and Behaviour of Teachers: Codes Explained

- Uphold professional belief
  - Uphold the mission of cultivating values and nurturing people; commit to nurturing students' moral, intellectual, physical, social and aesthetical development.
  
- Care for students
  - Respect the role and identity of teachers and students, maintain an appropriate teacher-student relationship, and communicate with students with appropriate means and manner; avoid intimate contact; keep a proper physical distance.
  
- ✧ Teacher Competencies Framework
  - Student Development Domain
    - Dimension: Rapport with students
    - Dimension: Students' different learning experiences
  
- Core values
  - Love and care for students
  - Commitment and dedication to the profession

